

MEMORANDUM

TO: School District Superintendents
Intermediate School District Superintendents
Public School Academy Administrators

FROM: Jeremy M. Hughes, Ph.D.
Chief Academic Officer/Deputy Superintendent

DATE: November 26, 2003

SUBJECT: Annual Assessment of English Language Proficiency for LEP Students

The *No Child Left Behind Act of 2001* (Title I & Title III) requires states establish an accountability system that includes the annual assessment of English language proficiency for limited English proficient (LEP) students. State educational agencies (SEAs) are required to establish English language proficiency standards; identify or develop and implement English language proficiency assessments; and define annual achievement objectives for increasing and measuring the level of LEP children's development and attainment of English proficiency.

Local educational agencies (LEAs) must assess LEP children in the five domains of listening, speaking, reading, writing, and comprehension. Comprehension can be demonstrated through reading and listening. For the measurement of reading comprehension, LEAs may report on a student's ability to read grade-level English texts with understanding. The measurement of listening comprehension includes the student's ability to understand and respond socially and academically. In addition, LEAs must report on the progress of LEP children, who have participated in Title III programs, in meeting State academic content and achievement standards for each of the two years after these children no longer receive services under Title III.

The annual assessment of English language proficiency is part of a system to evaluate the effectiveness of language instructional programs. It is reported to the U.S. Department of Education at the end of each year as part of the Annual Measurable Achievement Objectives (AMAO) report. These objectives are based on the English language proficiency standards and relate to LEP students' development and attainment of English language proficiency. **Districts should plan to complete the annual English language proficiency assessment in the spring no later than May 15, 2004, and report the results to the Michigan Department of Education on the enterable form at http://www.michigan.gov/mde/0,1607,7-140-6525_6530_6559-47323--,00.html no later than June 15, 2004.**

Districts that have not selected a test are encouraged to use the Woodcock-Munoz Language Survey. Districts must select an English language proficiency test from the list below or obtain approval from the Michigan Department of Education for a test not on the list. Any test selected must be designed to assess English language proficiency in listening, speaking, reading and writing. To obtain approval for a test not on the list, please contact Mazin Heiderson in the Office of Field Services at 517-373-6066 or by email at heidersonm@mi.gov.

Approved English language proficiency tests:

- Woodcock-Munoz Language Survey
- Language Assessment Scales (LAS & Pre-LAS)
- IDEA Proficiency Test (IPT)
- Bilingual Verbal Abilities Test (BVAT)
- Stanford English Language Proficiency Test
- The Maculaitis Test of English Language Proficiency (MAC II)

Please interpret the scores of students on the selected English language proficiency test according to the proficiency levels developed for the DRAFT Michigan English Language Proficiency Standards as follows:

- | | |
|-------------------------------|--|
| <u>Basic-0:</u> | Students with no formal schooling or interrupted schooling, as well as those from pre-literate societies. These students are unable to communicate at the most minimal level. |
| <u>Basic-1:</u> | Students at the pre-production and early production stages of English. These students generally respond non-verbally to simple commands and questions. They begin to imitate the verbalization of others by using single words or phrases. |
| <u>Intermediate-2:</u> | Students at the speech emergent stage. These students can comprehend short conversations on simple topics. They rely on familiar structures or utterances. They comprehend simple passages, but guess at more complex ones. They can handle simple writing tasks, but make frequent errors. |
| <u>Intermediate-3:</u> | Students who can understand standard English in most settings with repetitions and rewording. They can comprehend factual, non-technical prose and read literature for pleasure. They can write multi-paragraph compositions and show good control over most frequently used grammatical structures, but errors are still present. |
| <u>Intermediate-4:</u> | Students who show adequate daily communications skills. They have difficulty with idioms, figures of speech, and words with multiple meanings. They can read independently, but may have difficulty with abstract and complex structures. They can write for personal and academic purposes with some errors. |
| <u>Proficient-5:</u> | Students at this level can successfully participate in all-English coursework without English language development support. |

2003-04 Annual Report of English Language Proficiency for LEP Students

Instructions: Conduct Annual English Language Proficiency assessment in the spring by May 15, 2004, and report the results by June 15, 2004, to the Office of Field Services, Michigan Department of Education. Fax form to 517-335-2886. Questions? Call Mazin Heiderson at 517-373-6066 or by email at: heidersonm@mi.gov.

List each assessment used, the total number of students assessed, and the number of students at each level of English language proficiency.

District Code: _____

Contact Person: _____

District Name: _____

Telephone Number: _____

ELP Assessments	Total Assessed	Basic		Intermediate			Proficient
		0	1	2	3	4	5
		Number	Number	Number	Number	Number	Number
TOTAL STUDENTS							